DOCUMENT RESUME

ED 209 780 EA 014 272

AUTHOR	Temmen, Karen, Comp.
TITLE	Resources on Validation of Educational Programs, Practices, and Products: An Annotated Bibliography.
INSTITUTION	CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
PUB DATE	Aug 81
NOTE	98p.: Prepared in collaboration with the Research and Development Exchange. For related documents, see EA 014 269-271.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Educational Improvement; *Educational Practices; Elementary Secondary Education; Federal State Relationship; Information Dissemination; Program Effectiveness; *Program Validation; Quality Control; Regional Laboratories; Research and Development Centers; *Resource Materials; State Departments of Education; *Validated Programs

ABSTRACT

Members of the Research and Development Exchange agreed to collaborate in the development of a resource base on the identification and validation of promising educational programs, practices, and products. Part of that effort has been the development of a central file of resource materials on validation and the abstracting and indexing of those materials. The 89 publications annotated here are in the resource file collected by the Research and Development Interpretation Service for the collaborative effort. Accession number, title, availability, abstract, and descriptors are provided. An index following the bibliography assigns the documents to major categories. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED209780

Resources on Validation of Educational Programs, Practices, and Products:

An Annotated Bibliography

R&D Interpretation Service
CEMREL, Inc.

August 1981

Compiled by
Karen Temmen

Abstractor/Indexer
Mary Ann Isaacs

EA 014 272

CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

Prepared in collaboration with the
Research and Development Exchange

The material in this publication was prepared under a contract with the National Institute of Education, U.S. Department of Education. Its contents do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

FOREWORD

In 1979, members of the Research and Development Exchange (RDx) agreed to collaborate in the development of a resource base on the identification and validation of promising programs, practices, and products. An important part of that effort has been the development of a central file of resource materials on validation, and the abstracting and indexing of those materials.

This annotated bibliography represents the documents that are now in the resource file collected by the Research and Development Interpretation Service (RDIS) for the collaborative effort. An index following the bibliography provides a key to the major categories into which the documents fall.

Regional Exchange clients who are interested in borrowing documents from the RDIS resource file may write to

Karen Temmen
R&D Interpretation Service
CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

Accession Number: VL 001

Association of School Business Officials Research Corporation. A Handbook for Identification, Validation, and Dissemination of School Business Practices. Chicago: Association of School Business Officials Research Corporation, 1979. (85 pp.)

Availability:

Association of School Business Officials
Research Corporation
2424 West Lawrence Ave.
Chicago, IL 60625

Order Number:

Abstract:

Developed on the assumption that the efficiency and effectiveness of all school systems can be improved if school business personnel share their knowledge and progress with one another, this handbook presents an instrument for the identification and validation of successful business practices in local education agencies. The handbook includes pertinent definitions and explanations, an application for validation, forms for on-site validation procedures, a review check list, and a discussion of the role of the Joint Dissemination Review Panel in the validation process.

Descriptors: Accountability, Diffusion, Educational Assessment, Evaluation Criteria, Information Dissemination, Interstate Programs

Accession Number: VL 002

Bennett, Ann A., and Fifer, Fred L., Jr. Getting It All Together. Rochelle Park, New Jersey: Central Service Unit, 1980. (49 pp.)

Availability:

Central Service Unit
Capla Associates, Inc.
18 Overlook Ave.
Rochelle Park, NJ 07662

Order Number:

Abstract:

Designed for school districts seeking approval by the Joint Dissemination Review Panel (JDRP), this guidebook describes the process by which a project is developed and submitted to JDRP for consideration as an exemplary educational program worthy of replication. A schematic of the JDRP process that highlights each section under discussion accompanies each page of explanation in the guidebook. Accompanying each step is a listing of suggestions and pitfalls. The format for submitting materials to the Joint Dissemination Review Panel is appended.

Descriptors: Accountability, Evaluation Criteria, Information Dissemination, Information Networks, Program Evaluation

Accession Number: VL 046

Benson, Gregory M. A Survey to Determine the Extent of State Education Agency Efforts to Develop Data Bases of SEA-funded Projects and/or Exemplary Projects and Practices. Scotia, New York: Bibliographic Retrieval Services, Inc., 1978.

Availability:

Order Number:

Biographical Retrieval Services, Inc.
Corporation Park, Building 702
Scotia, NY 12302

Abstract:

The follow-up of a 1977 appraisal, this survey report examines State Education Agency (SEA) efforts to develop resource bases containing SEA-funded projects, validated projects, instructional materials, and locally developed materials. Some of the major trends and conclusions indicated by the survey results include: resource-base development at the SEA level has grown to nearly a total proportion; resource base development reflects a focus on SEA needs; and the lack of formal design effort or available developmental/operational documentation indicates a need for general coordination. Appendixes contain the original survey, the survey used in this report, lists of the states that responded, and pertinent communication regarding the survey.

Descriptors: Accountability, Educational Assessment, Information Dissemination, Information Networks, Program Evaluation, Surveys

Accession Number: VL 020

Berman, Paul; Greenwood, Peter W.; McLaughlin, Wallin; and Pincus, John. Federal Programs Supporting Educational Change, Vol. V: Executive Summary. Santa Monica, California: The Rand Corporation, 1975. (34 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 108 331

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This volume presents a summary of the first year of the study and outlines preliminary ideas about what the first year's findings may mean for the future of educational reform. Sections of the report describe the background of the study and the study design, discuss the theoretical basis for the approach taken in the Rand study, review the findings of the first year, and analyze the implications of this study in regard to future policy. The appendix outlines the contents of the other volumes in this series.

Descriptors: Change Agents, Educational Change, Federal Programs, Program Effectiveness, Program Evaluation, Research Reports

Accession Number: VL 048

Berman, Paul, and McLaughlin, Milbrey Wallin. Federal Programs Supporting Educational Change, Vol. 1: A Model of Educational Change. Santa Monica, California: The Rand Corporation, 1974. (34 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 099 957

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. As the first of a series describing the results of the first year of the Rand study (July 1973 - July 1974), this report reviews the empirical and theoretical literature on educational innovation, identifies the conceptual gaps and promising approaches in this literature, and proposes a conceptual model of the factors affecting change in local educational practices. The analysis of pertinent literature resulted in this assessment: research on the effectiveness of schooling and the possible causes of absolute and differential effects provides little guidance on how to change educational practices; impact-oriented studies of innovative projects fail to deal with the interaction of the project and its institutional setting; and implementation problems dominate the outcomes of change processes in the educational system. The report proposes that future research be directed toward understanding the implementation of innovative projects within the school districts and toward how district policy might affect the support, adaptation, and incorporation of such implementation within the district.

Descriptors: Change Agents, Educational Change, Educational Innovation, Federal Programs, Program Effectiveness, Program Evaluation, State of the Art Reviews

Accession Number: VL 019

Berman, Paul, and McLaughlin, Milbrey Wallin. Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review. Santa Monica, California: The Rand Corporation, 1975. (59 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 108 330

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This fourth report summarizes the findings of the previous three volumes and synthesizes extensive data collected by Rand on federal level program strategy and management for each of the change agent programs. The main factors found to affect innovation were: the institutional setting; participants; the implementation strategy employed by local innovators to install the project treatment; and the scope of change implied by the project relative to its setting. The report also discusses alternate federal strategies for promoting the change agent program guidelines and management strategies, and a comparison of program effects on implementation difficulties and project outcomes.

Descriptors: Change Agents, Educational Change, Educational Innovation, Federal Programs, Program Effectiveness, Program Evaluation, Research Reports

Accession Number: VL 022

Berman, Paul, and McLaughlin, Milbrey Wallin. Federal Programs Supporting Educational Change, Vol. VII: Factors Affecting Implementation and Continuation. Santa Monica, California: The Rand Corporation, 1977. (238 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 140 432

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This seventh report presents an analysis of survey data collected in 100 Title III projects in 20 states, and deals specifically with the questions of implementing, sustaining and spreading part or all of special project strategies after federal support ends. Sections of the report discuss the research design, data collection, and the nature of the projects involved, and present statistical analysis at the classroom and district levels. Appendixes provide statistical tables for classroom level analysis, a discussion of the sources of variation in teacher responses, and data related to the role of parent involvement in Title III programs.

Descriptors: Change Agents, Data Analysis, Educational Change, Federal Programs, Program Effectiveness, Program Evaluation, Program Implementation

Accession Number: VL 023

Berman, Paul, and McLaughlin, Milbrey Wallin. Federal Programs Supporting Educational Change: Vol. VIII: Implementing and Sustaining Innovation. Santa Monica, California: The Rand Corporation, 1978. (58 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 159 289

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This final report summarizes the findings from both phases of the study and, drawing on these results, describes the process of change at the local level in terms of initiating, implementing, and sustaining innovative projects. Based on the analysis of local school district behavior, the report suggests that federal policy regarding educational performance can be improved if all stages of the local change process receive attention that includes adaptive implementation assistance, and if school districts increase the capacity to manage change.

Descriptors: Change Agents, Educational Change, Educational Innovation, Federal Programs, Program Evaluation, Program Implementation

Accession Number: VL 049

Berman, Paul, and Pauly, Edward W. Federal Programs Supporting Educational Change, Vol. II: Factors Affecting Change Agent Projects. Santa Monica, California: The Rand Corporation, 1975. (156 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 108 324

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This second volume in the series of Rand study reports describes the results of a survey of a nationwide sample of 293 change agent projects. The study addresses three research questions: To what extent did differences among the federal change agent programs explain variations in the implementation and continuation of innovative projects? Which characteristics of innovative projects significantly affected their implementation and continuation? and Were the differences in institutional settings related to variations in project implementation and continuation? The study describes the most dependent and independent variables implied by these questions and applies multiple regression techniques to test the variables on the school/classroom and school district levels.

Descriptors: Change Agents, Educational Change, Educational Innovation, Federal Programs, Multiple Regression Analysis, Program Effectiveness, Program Evaluation

Accession Number: VL 069

Boruch, Robert F., and Cordray, David S. An Appraisal of Educational Program Evaluations: Federal, State, and Local Agencies. Prepared for the U.S. Department of Education. Evanston, Illinois: Northwestern University, 1980.

Availability:

Northwestern University
1735 Benson Ave.
Evanston, IL 60201

Order Number:

Abstract:

Organized around the major questions addressed in the study, this report is the result of an evaluation of federally supported educational programs conducted at the national, state, and local levels. After a discussion of the background of the study in chapter one, the second chapter cites reasons for evaluations, identifies the questions, audience, pertinent legislation, and statistics involved, and formulates the decision to evaluate. The execution of the evaluations is the topic of chapter three. Chapter four explains the organization of the evaluations, while the fifth chapter deals with their quality. Chapter six cites case studies on the use of evaluative information and presents ways that these results can be used on the local and state level. The final chapter presents recommendations for Congress and the Department of Education and details a rationale for evaluation. Appendices include information regarding: the legislative and management background of the project; the names and credentials of the staff who participated in the study; the research strategy and methods; and a tabular comparison of standards for evaluation.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Federal Programs, Program Effectiveness, Program Evaluation

Accession Number: VL 011

California State Department of Education. Procedures for Elementary Program Review Teams. Sacramento, California: California State Department of Education, 1978. (27 pp.)

Availability:

Order Number:

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Abstract:

Intended for use in conjunction with the Handbook for Assessing an Elementary School Program, these procedures deal with the administrative and logistical aspects of an external program review. Sections deal with the following topics: the scope of the program review, roles in the program review process; how the school should prepare for an external program review; how the review team should prepare for a visit; review team planning procedures; finding out about the quality and effectiveness of the school program; using the school's plan and self-assessment to guide the program's review; recording the findings of the review; the final report of the program review; and a sample review schedule.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Program Evaluation, Program Validation

Accession Number: VL 055

Campeau, Peggie L., et al. Evaluation of Project Information Package: Dissemination and Implementation. Palo Alto, California: American Institutes for Research, 1979. (120 pp.)

Availability:

Order Number:

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Abstract:

This report describes a study that evaluated (1) the local education agencies' (LEAs) implementation of six compensatory math and reading projects for which Project Information Packages (PIPs) had been prepared and (2) the delivery systems the U.S. Office of Education developed for placing these packaged projects in the hands of LEAs. Sections of the report deal with: the context of the study, including background information on PIP development and the NDN alternative; the study method, policy questions, data collection strategies, and analysis; the findings on the dissemination of packaged projects; the findings on implementation of packaged projects; and the discussion and recommendations regarding projects, LEAs, delivery systems, dissemination context, and objectives. Pertinent tables and figures are included.

Descriptors: Accountability, Change Agents, Educational Innovation, Federal Programs, Information Networks, Program Effectiveness, Program Evaluation

Accession Number: VL 039

CEMREL, Inc. Evaluator's Manual: Improvement of Basic Reading Skills Project. St. Louis, Missouri: CEMREL, Inc., 1976.

Availability:

Order Number:

CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

Abstract:

As part of the Project Information Packages (PIPs) designed to guide school districts in adopting and implementing successful approaches to compensatory education, this manual presents the evaluation process as a series of choices to be made at each site that results in a unique evaluation design. After describing the essential features of the project, the first chapter outlines the evaluation plan, the project effectiveness, and the processes used to monitor and sustain the project. The second and third chapters offer the user procedural guidelines for developing a sound evaluation plan in situations unlike the developer site and discuss the role of the evaluator.

Descriptors: Accountability, Compensatory Education, Evaluation Criteria, Evaluation Methods, Program Evaluation, Program Validation

Accession Number: VL 057

Contemporary Research Incorporated. Increasing the Use of Promising Practices Information by Local Educational Agencies. Los Angeles: Contemporary Research Incorporated, 1974. (54 pp.)

Availability:

Order Number:

Contemporary Research, Inc.
1100 Glendon Ave.
Los Angeles, CA 90024

Abstract:

This three-part report summarizes the proceedings of a National Institute of Education (NIE) conference called in July 1974 to identify the factors that prevent the increased use of promising practices information and to recommend strategies that NIE could pursue to increase the utilization of the information by educators. Part one presents the conference background, agenda, participant qualifications, and a description of the report format. The second portion discusses problems related to increasing the use of promising practices information, focuses on the recommendations of the conference, and concludes with an analysis of the implications of the recommendations in terms of the major information users. The third part provides additional suggestions indicated from the conference priorities and offers conclusions on the usefulness of the conference and the value of efforts to increase the use of promising practices information.

Descriptors: Accountability, Communication (Thought Transfer), Diffusion, Information Dissemination, Information Networks

Accession Number: VL 085

Datta, Lois-ellin. Damn the Experts and Full Speed Ahead: An Examination of the Cases Against Directed Development and for Local Problem Solving. Washington, D.C.: National Institute of Education, 1978. (33 pp.)

Availability:

Order Number:

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Abstract:

The first part of this report discusses the history, individual phases, data, and findings of the Rand Study of four federally supported educational programs, analyzes the weaknesses of the study, and proposes a new consideration of the Rand Report as evidence against directed development and for local problem-solving. The second portion of the report considers differences in criteria for success and failure among evaluations of local problem-solving, information brokering, directed development, and directed change strategies.

Descriptors: Accountability, Change Agents, Educational Change, Federal Programs, Program Evaluation

Accession Number: VL 067

The Educational Products Information Exchange Institute (EPIE). Background Paper on LVR Process: The State of the Art. New York: The Educational Products Information Exchange Institute, 1975. (26 pp.)

Availability:

The Educational Products Information
Exchange Institute
463 West Street
New York, NY 10014

Order Number:

Abstract:

This document provides background information on the process of Learner Verification and Revision (LVR), reports on a 1975 Task Force meeting called to evaluate the process, and includes pertinent documents and correspondence concerned with the revision. Specifically, the following information is provided: pilot guidelines for improving instructional materials through the process of LVR; guidelines for reporting and assessing LVR activities; task force members' reactions resulting from the March, 1975 meetings; and eleven pieces of correspondence that respond to the revision.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Information Networks, State of the Arts Reviews

Accession Number: VL 005

Educational Products Information Exchange Institute (EPIE). Criteria for Reviewing Educational Products. Syracuse, New York: Syracuse University Printing Services, 1978. (146 pp.)

Availability:

Syracuse University Printing Services
125 College Place
Syracuse, NY 13210

Order Number:

Also available from EDRS:
ED 164 014

Abstract:

The first of five products that deal with criteria for classroom material selection, this volume consists of two parts. Providing a state of the art review of instructional product-selection criteria, part one contains these papers: "Toward Consensus on Minimum Criteria for Education Products" by Susan S. Klein; "Criteria Acceptable to the Educational Developer" by John E. Hopkins; and "Comments on the Quest for Common Criteria" by P. Kenneth Komoski. The second part is a summary and comparison of the research findings of two surveys on selection criteria in use by state and local education agencies across the country. The first survey was conducted in 1969 and updated in 1976.

Descriptors: Accountability, Evaluation Criteria, Evaluation Methods, Instructional Materials, Media Selection

Accession Number: VL 044

Educational Products Information Exchange (EPIE). Pilot Guidelines for Improving Instructional Materials through the Process of Learner Verification and Revision. New York: Educational Products Information Exchange, 1975.

Availability:

EPIE Institute
463 West Street
New York, NY 10014

Order Number:

Abstract:

The purpose of these guidelines is to enable the publishers of instructional materials to provide educators with evidence that a particular product is, or will be, effective with learners. The essential components of a learner verification report (LVR) include: an underlying rationale for instructional design; the intended learner outcomes to be accomplished when the product is used with integrity with learners; the conditions, or overall instructional setting intended for a product; techniques for gathering feedback from learners; a description of learners used in the LVR process; an analysis of the product's effectiveness; specific improvement to be made in text and context; and a description of the history and future of the product. Appendixes include pertinent discussions of learner verification, a list of task force participants, and communication relevant to the development of the LVR guidelines.

Descriptors: Accountability, Formative Evaluation, Guidelines, Instructional Materials, Material Development

Accession Number: VL 024

Egelstein, Richard L. Education Department. Guidelines for Validation for the New York State Education Department. Albany, New York: New York State Education Department, 1980.

Availability:

The University of the State of New York
The State Education Department
Office of Federal Demonstration Programs
Albany, New York 12234

Order Number:

Abstract:

The purpose of these three papers is to structure and clarify the validation procedure for the state of New York. The guidelines for preparing an application for validation outline the application format and list the specific information that must be included in each section of the project report. The second paper presents an overview of validation, lists a rating scale for making evaluation judgements about a project, and contains the form for rating the preliminary review. The final paper discusses the function and operation of the validation team and includes the form for the validation team report.

Descriptors: Accountability, Educational Assessment, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 008

Far West Laboratory for Educational Research and Development. Handbook for Review and Validation of Teacher Corps Products and Practices. San Francisco, California: Far West Laboratory for Educational Research and Development, 1979. (69 pp.)

Availability:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Order Number:

Abstract:

The purpose of this handbook is to provide the personnel of Teacher Corps projects, the network, and the national office with general guidelines for conducting field trials and for reviewing and validating the educational products and practices developed by the Teacher Corps projects. In addition to a general introduction to the Teacher Corps and an assessment of educational innovations, the handbook offers guidelines for project review and network endorsement of Teacher Corps innovations as well as for the network validation of Teacher Corps innovations. Appendixes present the following: suggested assessment processes for using dissemination systems; NIE product review criteria; the NIE product rating form; criteria for submission of educational materials to Educational Resources Information Center (ERIC) Clearinghouses; the format for submitting materials and criteria for review by the Joint Dissemination Review Panel (JDRP): and the specimen JDRP submission guidelines.

Descriptors: Educational Assessment, Guidelines, Evaluation Criteria, Information Networks, Program Effectiveness, Program Validation

Accession Number: VL 037

Far West Laboratory for Educational Research and Development. NDN : A Success Story. Concord, New Hampshire: LEA Associates, 1978. (25 pp.)

Availability:

LEA Associates
80 S. Main
Concord, NH 03301

Order Number:

Also available from EDRS:
ED 167 071

Abstract:

Defining the National Diffusion Network (NDN) as "a nationwide system of trained educators working together in a sustained effort to help school districts adopt tested programs," this booklet provides a brief history of NDN, explains how exemplary programs are identified and chosen, and details the procedure for NDN program implementation in school districts. Other sections of the booklet describe the following: the dissemination concept and its success; the results of NDN in terms of adoptions, cost effectiveness, and program variety; and future challenges, including increasing demands, diversity, funding, and the coordination of dissemination efforts.

Descriptors: Educational Assessment, Information Dissemination, Information Networks, Needs Assessment, Program Evaluation

Accession Number: VL 063

Florida Department of Education. Survey of Certification Methods Applied to Innovative Public School Programs. Tallahassee, Florida: Florida Department of Education, 1978. (28 pp.)

Availability:

Order Number:

Florida Department of Education
Educational Innovations
Knott Building
Tallahassee, FL 30301

Abstract:

After five years of use in the field, Sharing Educational Success: A Handbook for Validation of Educational Practices, was evaluated through a survey to determine the extent to which this program certification device is used and accepted by participating state education agencies. This report presents the history of program certification efforts, outlines the purpose and findings of the survey, identifies a number of unresolved issues in program certification, and indicates these major findings: 50 percent of the states use one or more methods of program certification; nearly half of the states use a combination of SES and JDRP but are generally dissatisfied with these methods; 44 percent of the states are developing and using alternative program certification methods that vary the SES or JDRP process; most states believe that program certification should be an eligibility requirement for funding of dissemination, demonstration, and diffusion activities; and half of the states would be willing to assist in the revision of the program certification method. The form used in conducting the survey is provided.

Descriptors: Accountability, Information Networks, Needs Assessment, Program Evaluation, Surveys

Accession Number: VL 004

Fullan, Michael, and Pomfret, Adam. "Research on Curriculum and Instruction Implementation." Review of Educational Research, 47, (Winter 1977): 335-397.

Availability: **Order Number:**

Review of Educational Research
American Educational Research Association
1126 16th Street, N.W.
Washington, D.C. 20036

Abstract:

Based on the assumption that implementation is a phenomenon separate from the planning and adoption processes, this review explicates the meaning of implementation and its potential determinants by identifying and critically assessing research evidence on the process of curriculum and organizational implementation in schools. The review consists of these main sections: a consideration of five dimensions of implementation in practice; an empirical analysis of specific studies that define and measure implementation; identification of specific determinants of implementation; and a discussion of the implications of the review for policy.

Descriptors: Curriculum Development, Curriculum Research, Evaluation Criteria, Program Development, Program Implementation

Accession Number: VL 050

Greenwood, Peter W.; Mann, Dale; and McLaughlin, Milbrey W. Federal Programs Supporting Educational Change, Volume III: The Process of Change. Santa Monica, California: The Rand Corporation, 1975. (93 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 108 325

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. This third volume synthesizes the findings from 29 exploratory case studies of innovative education projects, performed in parallel with a nationwide survey of 293 change agent projects that were in their last or next to last year of funding during the 1973-1974 school year. To minimize the degree of variability, case studies were limited to five types of innovation: career education, bilingual education, reading, staff development, and classroom organization. Case studies consisted of one or two researchers visiting the project site for several days to interview project participants and other district personnel, and to observe the educational program in both project and nonproject classrooms. The results of this study are organized under three aspects of the innovation process: initiation, or the identification of a need for a project and the strategy for carrying it out; implementation, or making the project function in the local setting; and the outcomes the project has on an adopting district.

Descriptors: Change Agents, Educational Change, Educational Innovation, Federal Programs, Program Effectiveness, Program Evaluation

Accession Number: VL 032

Hall, Gene E., et al. "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption." Journal of Teacher Education, 26 (Spring 1975): 52-56.

Availability:

Journal of Teacher Education
American Association of Colleges
for Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036

Order Number:

Abstract:

Based on the assumption that innovation adoption in education is affected by the individual experiences of the innovation user, this article outlines a Levels of Use (LoU) scale that describes the behavior characteristic of users in eight categories. In addition to the category descriptions, each level is discussed in terms of seven subparts that represent these key functions that the user carries out when using an innovation: knowledge, acquiring information, sharing, assessing, planning, status reporting, and performing.

Descriptors: Background, Behavior Patterns, Behavior Rating Scales, Educational Change, Educational Innovation, Individual Differences

Accession Number: VL 089

Hamilton, Jack A. How to Get JDRP Approval of Career Education Activities. Washington, D.C.: U.S. Government Printing Office, 1980. (74 pp.)

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

Abstract:

The purpose of this monograph is to help local project directors and state career education coordinators prepare the required evaluation data for project approval by the federal Joint Dissemination Review Panel (JDRP). In step-by-step detail, the paper explains the structure of JDRP, cites problems in career education evaluation and offers solutions for them, and presents specific help for the local career educator. A career education program evaluation checklist is provided along with an explanation of the checklist terms and methods for interpreting its results. The paper concludes by outlining the steps involved in obtaining JDRP approval. Appendixes include the JDRP Submission Format, samples of JDRP submissions, and a list of references.

Descriptors:

Accountability, Educational Assessment, Evaluation Criteria, Information Dissemination, Program Evaluation, Program Validation

Accession Number: VL 038

Illinois State Board of Education. Wings of Progress. Springfield, Illinois: Illinois State Board of Education, 1980. (108 pp.)

Availability:

Illinois State Board of Education
100 N. First Street 66
Springfield, IL 62777

Order Number:

Abstract:

Intended for school administrators and educators, this publication provides descriptions of existing programs and projects classified according to these academic areas: alternative education; career education; early childhood education; environmental education; inservice education; reading and language arts; science, social studies, mathematics; special education; and special interests. Each entry is outlined according to purpose and goals, target audience, program evaluation, nonpublic school participation, general criteria for adopting, available training, and program materials. The names and addresses of contact persons are also included.

Descriptors: Accountability, Communication (Thought Transfer), Diffusion, Information Dissemination, Information Networks, Validated Programs

Accession Number: VL 027

The Joint Committee on Standards for Educational Evaluation. Standards for Evaluations of Educational Programs, Projects, and Materials. New York: McGraw-Hill Book Company, 1981. (161 pp.)

Availability:

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Order Number:

Abstract:

To guide educational personnel in evaluating programs, projects, and materials, this book identifies and clarifies 30 separate standards and groups them according to the four main concerns of evaluation: utility, feasibility, propriety, and accuracy. Each standard is explained and discussed through a commentary which includes an overview of intent, guidelines for application, common pitfalls, warnings against overzealous implementation, and an illustration of the standards' application. The book also provides a functional table of contents, glossary, subject index, and appendixes that explain the development of the standards and offer suggestions for citing them.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Program Effectiveness, Program Evaluation

Accession Number: VL 084

Kentucky Department of Education. Field Review Validation Package. Frankfort, Kentucky: Kentucky Department of Education, 1980.

Availability:

Order Number:

Kentucky Information Dissemination Service
Office of Communication Services
Kentucky Department of Education
Capitol Plaza Tower
Frankfort, KY 40601

Abstract:

Developed by the Kentucky State Department of Education, this package provides forms for use by the Field Review Teams in recording on-site findings and in rating evidence in the process of program validation. The package is divided into four sections and contains the appropriate forms for the following: information and program description; validation of evidence of process effectiveness and success; validation of evidence of program cost effectiveness; and validation of evidence of program exportability.

Descriptors: Educational Assessment, Evaluation Criteria, Information Dissemination, Program Evaluation, Program Validation

Accession Number: VL 083

Kentucky Department of Education. Program Validation Process. Frankfort, Kentucky: Kentucky Department of Education, 1980.

Availability:

Order Number:

Kentucky Information Dissemination Service
Office of Communication Services
Kentucky Department of Education
Capitol Plaza Tower
Frankfort, KY 40601

Abstract:

Intended as a guide in identifying and verifying educational programs and practices in Kentucky's public and non-profit private schools, this booklet describes the validation process in three phases: identification of a promising program and its referral to a Field Review Team; field review of promising programs and verification as an outstanding state program; and application of the state validated program to the Joint Dissemination Review Panel (JDRP) and acceptance as a National Diffusion Network "Developer-Demonstrator Site." The guidelines for the State Validation Review Panel are appended.

Descriptors:
Evaluation Criteria, Educational Assessment, Information Dissemination, Program Evaluation, Program Validation

Accession Number: VL 065

Klein, Susan S. Do Regional/Intermediate Education Agencies Have Key Functions Related to the Quality Control of Instructional Materials? Washington, D.C.: National Institute of Education, 1976. (10 pp.)

Availability:

Order Number:

National Institute of Education
Dissemination and Resources Group
1200 19th Street, N.W.
Washington, D.C. 20208

Abstract:

Members of regional/rural education agencies influence the maturation of the Resources and Dissemination (Rand D) System through some specific quality control activities related to the development, screening, and selection of instructional materials. These activities include: insisting that instructional materials be insightfully and systematically evaluated and revised; screening, identifying, disseminating, and assisting the implementation of instructional materials for local constituents; and providing materials that help teachers and others become more sophisticated in selecting materials suited to their instructional purposes.

Descriptors: Evaluation Criteria, Information Dissemination, Instructional Materials, Quality Control, Regional Programs, Standards

Accession Number: VL 068

Klein, Susan S. Product Rating Form. Washington, D.C.: National Institute of Education, 1974.

Availability:

National Institute of Education
Dissemination and Research Groups
1200 19th Street, N.W.
Washington, D.C. 20208

Order Number:

Abstract:

This form reviews the quality of educational products in order to facilitate decisions regarding product development, additional product evaluation, product dissemination and/or product utilization. Sections of the rating form focus on these areas: desirability of the product, including need and marketability; intrinsic qualities such as social fairness, content accuracy, technical quality of communication, and product appeal; costs regarding adoptability, exportability, flexibility, and ease of use; and the extrinsic effects of learner outcomes, potency and range of effects, cumulative results, interactive effects with other products, and efficiency in achieving effects.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Evaluation Methods, Program Evaluation

Accession Number: VL 087

Klein, Susan S. Toward Consensus on Minimum Criteria for Educational Products. Washington, D.C.: National Institute of Education, 1976. (34 pp.)

Availability:
National Institute of Education
Dissemination and Resources Group
1200 19th Street, N.W.
Washington, D.C. 20208

Order Number:

Also available from EDRS:
ED 147 318

Abstract:

To explore the criteria used by various groups who play a role in educational product decision making, three types of product decisions must be considered: product development decisions; product screening decisions; and product selection decisions. Product development decisions involve developers, publishers, or financial sponsors who decide whether a product should be developed in the first place, then evaluated, revised, and placed on or removed from the market. Product screening decisions affect consumer protection and dissemination and include groups such as federal and state education agencies, intermediate service agencies, local agencies and other organizations with relevant expertise. Finally, product selection decisions result when the individuals involved (teachers, boards of education), actually decide to purchase or use the product. Criteria for these decisions can be grouped as follows: desirability, practicality, intrinsic quality, product development, user effects, and spinoffs.

Descriptors: Accountability, Evaluation Criteria, Formative Evaluation, Guidelines, Instructional Materials, Material Development

Accession Number: VL 059

Massachusetts Department of Education. Massachusetts Validation Process. Overview. Boston: Massachusetts Department of Education, 1981. (10 pp.)

Availability:

Order Number:

Massachusetts Department of Education
31 St. James Ave., Room 614
Boston, MA 02116

Abstract:

The first of three documents concerned with validation of educational practices for the state of Massachusetts, this booklet describes the two validation processes operative in the state and outlines the procedures required for a program or project to receive validation according to the Massachusetts validation process. Responsibilities are listed for the applicant school district, the state department of education, the Title IV program offices, the validation team, and the on-site visit.

Descriptors: Educational Assessment, Evaluation Criteria, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 061

Massachusetts Department of Education. Massachusetts Validation Process. Request for Validation. Boston: Massachusetts Department of Education, 1981. (23 pp.)

Availability: **Order Number:**

Massachusetts Department of Education
31 St. James Ave., Room 614
Boston, MA 02116

Abstract:

One of three documents concerned with the validation process for the state of Massachusetts, this booklet contains the forms and information required of a program or project requesting validation. These include: a request for validation; information on program objectives, effectiveness, exportability, and economic efficiency; general information; and a certification by the school superintendent. A description of the validation procedure is also included.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Program Evaluation, Program Validation

Accession Number: VL 060

Massachusetts Department of Education. Massachusetts Validation Process. Validation Team Report. Boston: Massachusetts Department of Education, 1981. (21 pp.)

Availability:

Massachusetts Department of Education
31 St. James Ave., Room 614
Boston, MA 02116

Order Number:

Abstract:

One of three documents concerned with the validation process for the state of Massachusetts, this booklet includes the necessary forms for the types of information to be collected and assessed by the Validation Team in compiling its report. These forms cover recommendations for validation; evidence of effectiveness, exportability, and economic efficiency; summary records; and the validation team summary and recommendations. An outline of procedures for each step of the validation process concludes the booklet.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Information Dissemination, Program Evaluation, Program Validation

Accession Number: VL 071

McCutchan, Nancy, and Hunt, Janice. Understanding New Clients: Special Education. San Francisco, California: Far West Laboratory for Research and Development, 1980. (44 pp.)

Availability:

Order Number:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Abstract:

To introduce National Diffusion Network (NDN) members to the special education subnetwork, Handicapped Children's Early Education Program (HCEEP), the first section of this booklet presents an overview of all HCEEP Programs, identifies the children who are targets of HCEEP efforts, describes the legislative history, purpose, and components of HCEEP, and offers references for more detailed information. The second section raises general issues affecting the adoption of early education programs for the handicapped and identifies several classes of potential adopters. The remaining sections identify and describe resources available to support the dissemination, training, administrative, funding, and information needs of both the developer/demonstrators and the potential adopters of their model programs and services.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Special Education, Validated Programs

Accession Number: VL 006

Mellor, Kenneth P. Exemplary Practice: A Conference Report. Scotia, New York: Bibliographic Retrieval Services, Inc., 1975.

Availability:

Order Number:

Bibliographical Retrieval Services, Inc.
Building 702, Corporation Park
Scotia, NY 12302

Abstract:

This summary report presents the major issues and concerns cited by a conference of the School Practice and Service Division of the National Institute of Education (NIE) that dealt with identifying, selecting, and disseminating exemplary programs and practices. The first section of the report presents an overview and discussion of the issues related to exemplary program and practice use. Focusing on those activities and program thrusts which the conference participants felt were necessary if NIE is to fulfill its leadership role, the second section presents these recommendations: NIE must support the identification and dissemination of elements consistently associated with successful programs; NIE must support research related to the identification, evaluation, validation, diffusion, and implementation of exemplary practices; and NIE must support the development of interstate networks that improve communication and dissemination efforts.

Descriptors: Educational Change, Federal Programs, Information Networks, Program Effectiveness, Program Evaluation

Accession Number: VL 053

Michigan Department of Education. A Handbook for Validating Michigan Educational Practices. Lansing, Michigan: Michigan Department of Education, 1977. (17 pp.)

Availability:

Michigan Department of Education
Box 30008
Lansing, MI 48909

Order Number:

Abstract:

The purpose of this handbook is to structure the validation process for all of the service areas in the Michigan State Department of Education. Divided into five sections, the handbook discusses the purpose of validation, defines relevant terminology, outlines validation procedures and responsibilities, and includes the validation report form, the on-site visitation form, and the validation worksheet for reviewing objectives. The section on validation procedures and responsibilities includes the following: the responsibilities of the experimental and demonstration centers program; the responsibilities of the intermediate service areas; criteria for validators; responsibilities for validators; on-site visitation procedures; the responsibilities of the project staff; the validation report; and a suggested sequence of validation activities.

Descriptors: Accountability, Communication (Thought Transfer), Educational Assessment, Evaluation Criteria, Program Evaluation, Program Validation

Accession Number: VL 026

Michigan Department of Education. A Program for Recognizing Outstanding Elementary Schools and Programs in Michigan. Lansing, Michigan: Michigan Department of Education, 1978. (18 pp.)

Availability:

Michigan Department of Education

Order Number:

Abstract:

Based on the performance objectives for Michigan's elementary educational system, this paper outlines and discusses the criteria of excellence for three categories of the state's program. The first category schools that show outstanding or significantly improved student performance in reading and mathematics as measured by the Michigan Educational Assessment Program. The state associations that deal with the ten basic curriculum areas are responsible for identifying exceptional instructional programs in the second category. The third category honors schools with exemplary programs in the areas of student performance, breadth of instructional program, exceptional instructional program, and organizational characteristics. The paper includes a list of the steps to be taken by the elementary school seeking exemplary status.

Descriptors: Accountability, Conference Proceedings, Educational Assessment, Program Validation, Regional Planning, Regional Programs

Accession Number: VL 030

National Association of State Advisory Councils. The IVD Process: Myths and Facts Relevant to Prospective Policy Directories for Exemplary Educational Programs Replication. Portsmouth, New Hampshire: National Association of State Advisory Councils, 1979. (17 pp.)

Availability:

Order Number:

National Association of State
Advisory Councils
111 Bow Street
Portsmouth, NH 03801

Abstract:

The purposes of this study were to identify the characteristics of projects involved in the Identification, Validation, Dissemination (IVD) process, to determine the costs and effectiveness of current IVD mechanisms, and to describe other sucessful in-state diffusion networks and their relationships with alternative state and federal processes for dissemination, adoption, or adaption. The methodology included record searches, documentary review, observation, and interviews to assess the relevance and historical effectiveness of the IVD process. The results of the study revealed the following: duplication of efforts to meet the IVD requirements; the need for management role clarification and process cost-cutting. However, the study did point to the significant strengths of the IVD process.

Descriptors: Cost Effectiveness, Diffusion Accountability, Evaluation Methods, Needs Assessment, Program Evaluation

Accession Number: VA 029

National Association of State Advisory Councils. NASAC Study of the USOE, "Identification, Validation, Dissemination, (IVD) Process." Final Report. Portsmouth, New Hampshire: National Association of State Advisory Councils, 1979. (56 pp.)

Availability:

National Association of State
Advisory Councils
111 Bow Street
Portsmouth, NH 03801

Order Number:

Abstract:

Through record searches, documentary review, observation, and interviews, this study identifies the characteristics of projects involved in the Identification, Validation, Dissemination (IVD) process, determines the costs and effectiveness of current IVD mechanisms, and describes other sucessful in-state diffusion networks and their relationships with alternative state and federal processes for dissemination, adoption and adaption. The conclusion of this report identifies issues emerging from the study including some distinctions between the IVD and JDRP processes, and the need to determine the "life-span" of previously validated projects. Appendixes contain abstracts of developer/demonstrator projects, the Problem Detection Audit (PDA) for development projects, project correspondence, and the research design inventory.

Descriptors: Accountability, Cost Effectiveness, Diffusion, Evaluation Methods, Needs Assessment, Program Evaluation

Accession Number: VL 014

National Diffusion Network. Developer/Demonstrator Directory. Second edition. San Francisco, California: Far West Laboratory for Educational Research and Development, 1980.

Availability:

Order Number:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Abstract:

Developed for use in conjunction with Educational Programs That Work and the Materials Inventory published by the National Diffusion Network, this sourcebook provides detailed information on developer/demonstrator projects arranged in chart form. Each project entry includes a project information sheet, a trainers listing, and an adoption, demonstration, and turnkey sites listing. The trainers listing outlines a project's criteria for selecting trainers and identifies all active trainers by name, location, date of selection, qualifications and/or experiences, and preferences for training group characteristics or locale. The sites listing indicates the various site locations by state. The table of contents includes a page number for every project that submitted information. However, "NA" marks those projects where a specific listing does not apply and "information not submitted" indicates no project entry.

Descriptors: Accountability, Diffusion, Information Dissemination, Information Networks, Resource Materials

Accession Number: VL 040

National Diffusion Network. Educational Programs That Work. Eighth Edition. San Francisco, California: Far West Laboratory for Educational Research and Development, 1981.

Availability:

Order Number:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Abstract:

To stimulate communication among federal, state, intermediate, local, and postsecondary agencies that share responsibility for improvement of education, this catalog describes exemplary educational programs that have been reviewed and endorsed by the Joint Dissemination Review Panel of the Department of Education. Entries are grouped in the following categories: adult education; alternative schools, programs; bilingual, migrant education; career, vocational education; early childhood, parent readiness, parent involvement; environmental education, science, social science; organizational arrangements, administration; preservice inservice training; reading, language arts, mathematics; special education, learning disabilities; special interests: arts, communication, technology; and special interests: gifted and talented, health, human behavior, physical education. Each project entry includes a description, the target audience, evidence of effectiveness, implementation and financial requirements, services available, a contact person listing, and appropriate descriptors. Indexes identify the exemplary programs by the state in which they are located, by sectional cross-reference, by ERIC descriptors, and alphabetically by project name.

Descriptors: Accountability, Communication (Thought Transfer), Diffusion, Information Dissemination, Information Networks, Validated Programs

Accession Number: VL 075

National Diffusion Network. Educational Programs That Work: Secondary Basic Skills. San Francisco, California: Far West Laboratory for Research and Development, 1980. (37 pp.)

Availability:

Order Number:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Abstract:

Restricted to projects developed specifically for secondary level basic skills, grades 7-12, this catalog outlines exemplary programs approved by the National Diffusion Network (NDN). Each entry provides a general description of the program and offers information on the target audience, evidence of effectiveness, implementation and financial requirements, services available, and contact persons. The catalog includes a list of NDN facilitators and indexes of exemplary programs listed by state and of NDN developer/demonstrator programs.

Descriptors: Basic Skills, Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Validated Programs

Accession Number: VL 076

National Diffusion Network. Educational Programs That Work: Special Education. San Francisco, California: Far West Laboratory for Research and Development, 1980. (57 pp.)

Availability:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Order Number:

Abstract:

Restricted to projects developed specifically for special education, this catalog outlines exemplary programs approved by the National Diffusion Network (NDN). Each entry provides a general description of the program and offers information on the target audience, evidence of effectiveness, implementation, and financial requirements, the services available, and the name and address of a contact person. The catalog includes a list of NDN facilitators and indexes of Handicapped Children's Early Education Outreach Programs, exemplary programs listed by state, and NDN Developer/Demonstrator programs.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Special Education, Validated Programs

Accession Number: VL 090

National Diffusion Network. Guide to Packaging Your Educational Program. San Francisco, California: Far West Laboratory for Educational Research and Development, 1980. (91 pp.)

Availability:

Order Number:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Abstract:

A guide for packaging printed and audiovisual materials to aid in dissemination of an innovative and effective educational program, this handbook outlines information on the following topics: planning content and form; planning personnel, budget, and schedule; producing printed materials from layout through finishing operations; notes on producing audiovisual materials; and distribution techniques. The appendix presents a complete inventory of materials that can make up a dissemination package arranged according to four categories: awareness and selection, instruction, training, and management. The materials in each category are described in an outline format under the headings of item, audience, purpose, content, format, life expectancy, distribution, and quantity. A bibliography of recommended reading for diffusion and packaging concludes the handbook.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Technology Transfer

Accession Number: VL 012

National Diffusion Network. Materials Inventory, Fifth edition. San Francisco, California: Far West Laboratory for Educational Research and Development, 1981.

Availability:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Order Number:

Abstract:

Intended for use in conjunction with the National Diffusion Network's annual catalog, Educational Programs that Work, this inventory lists materials and equipment used to put programs approved by the Joint Dissemination Review Panel into operation at adopting sites. Listed in alphabetical order by program name, the entries present materials, in chart form, classified under headings of use, need, cost, distributor, year published, and copyright. A contact person is indicated for each project and an alphabetical index is appended.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Resource Materials

Accession Number: VL 036

National Diffusion Network. State Facilitator Profiles. San Francisco, California: Far West Laboratory, 1979.

Availability:

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, CA 94103

Order Number:

Abstract:

The one-page descriptions in this catalog outline the services and programs, available funds, and special emphasis of each State Facilitator project of the National Diffusion Network (NDN). Any dissemination funds obtained in addition to NDN support are mentioned separately and project members are listed by name, title/responsibilities, and precentage of time spent on State Facilitator operations.

Descriptors: Educational Assessment, Information Dissemination, Information Networks, Inservice Teacher Education, Needs Assessment

Accession Number: VL 064

National Institute of Education. Catalog of Promising Educational Programs and Practices. Washington, D.C.: National Institute of Education, 1973.

Availability:

Order Number:

National Institute of Education
Office of Dissemination and Resources
1200 19th Street, N.W.
Washington, D.C. 20208

Abstract:

A collection of abstracts describing selected programs operating in the nation's schools during the 1972-73 school year, this catalog includes programs for grades K-12 that were selected according to specific criteria and for their probable interest and value to practitioners in other locales. The 157 abstracts list projects under 22 subject-matter areas and provide information regarding organization, administration, content, resources, and processes of curriculum development and instruction. Major and minor descriptors conclude each abstract.

Descriptors: Accountability, Educational Assessment, Information Dissemination, Information Networks, Program Content, Validated Programs

Accession Number: VL 086

National Institute of Education. The Education Division's Joint Dissemination Review Panel (JDRP). Purpose, Procedures, and Criteria. Washington, D.C.: National Institute of Education, 1976.

Availability:

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Order Number:

Abstract:

This document discusses the background and purpose of the Education Division's Joint Dissemination Review Panel (JDRP) and includes information on its operations and composition. The procedures for submission and review describe JDRP review activities and the follow-up activities after panel review, while the JDRP criteria for judging effectiveness provides guidance in preparing for a review. Forms for a transmittal memo and for submitting materials to the Joint Dissemination Review Panel are appended.

Descriptors: Accountability, Evaluation Criteria, Federal Programs, Information Dissemination, Information Networks

Accession Number: VL 041

New England Regional Communication Outreach Network. New England Dissemination Network of State Validated Practices. Boston, Massachusetts: USOE Region I Office of Educational Programs, 1980.

Availability:

Order Number:

USOE
Region I Office of Educational Programs
JFK Bldg.
Government Center
Boston, MA 02203

Abstract:

To assist state departments of education, intermediate service agencies, and local school districts in improving educational opportunities, this catalog describes state-validated exemplary educational programs and practices operating in the New England region. Modelled on the format of the National Diffusion Network (NDN) catalog, entries are listed under these headings: adult education; alternative schools and programs; bilingual and migrant education; career and vocational education; early childhood, parent readiness, parent involvement; environmental education, science, social science; organizational arrangements and administration; preservice and inservice training; reading, language arts, mathematics; special education and learning disabilities; art, communication, and technology; and gifted and talented, health, human behavior, physical education. Other indexes identify projects by the state in which they are located, and alphabetically by project name.

Descriptors: Accountability, Communication (Thought Transfer), Diffusion, Information Dissemination, Information Networks, Validated Programs

Accession Number: VL 066

New Hampshire Department of Education. Project SPREAD - A Comprehensive Plan for Promoting Exemplary Educational Programs. Concord, New Hampshire: New Hampshire Department of Education.

Availability:

Order Number:

New Hampshire Department of Education
Dissemination Project
64 No. Main Street
Concord, NH 03301

Abstract:

As part of a coordinated program (Project SPREAD) for disseminating promising practices, the New Hampshire Certification Process provides these guidelines and forms: eight outlined steps in the certification process; the state certification procedure for on-site reviews; and nomination applications for exemplary programs nominated at the local school level, for programs recognized by the New Hampshire Council for Better Schools, and for Title IV programs. A list of New Hampshire Project SPREAD programs is included.

Descriptors:

Accountability, Evaluation Criteria, Information Dissemination, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 010

New York State Education Department. The Validation Team Handbook. Albany, New York: New York State Education Department, 1976. (44 pp.)

Availability:

Order Number:

The University of the State of New York
The State Education Department
(Division of ESC General Program Planning)
Albany, NY 12234

Abstract:

The purpose of this handbook is to provide validation teams in New York state with directions and forms essential to the successful completion of their work as validators. Intended for use in conjunction with the school districts' validation application, this handbook contains these documents: The State Review and Rating Form for use in nominating a project for validation; the "On-Site Validation and Summary Validation Report" for reporting the findings of the validation team; and forms for certification by the validation team, the local chief school officer, and the Chief State School Officer.

Descriptors: Accountability, Educational Assessment, Educational Innovation, Evaluation Criteria, Program Evaluation, Program Validation

Accession Number: VL 074

North Carolina Department of Public Instruction. Developmental Programs in North Carolina. Raleigh, North Carolina: North Carolina Department of Public Instruction, 1978. (72 pp.)

Availability:

Order Number:

North Carolina Department of Public Instruction
Division of Development
Education Annex I
Raleigh, NC 27611

Abstract:

This directory provides a brief explanation of the North Carolina ESEA Title IV-C resources which are awarded on a competitive basis to help local school systems address their most pressing needs. Each project is described according to the grant that sponsored it in the following categories: locally initiated development and planning grants designed to pilot new and innovative educational practices; adaptor, demonstrator, and facilitator grants that offer information and assistance in replicating successful programs; and strengthening local leadership grants that facilitate the professional development of personnel in positions of leadership. Indexes that list projects by school unit and by project category are appended.

Descriptors: Development Programs, Diffusion, Educational Change, Educational Innovation, Information Dissemination, Validated Programs

Accession Number: VL 047

Ohio Department of Education. A Manual for Project Validation in Ohio. Columbus, Ohio: Department of Education, 1980.

Availability:

Ohio Department of Education
Division of Planning and Evaluation
65 S. Front Street
Columbus, OH 43215

Order Number:

Abstract:

Designed to set forth the developmental project validation process for the state of Ohio, this manual provides a review process that involves self-nomination by the project district and an on-site visitation by a team of experts who examine documents and interview administrative and project personnel, teachers, parents, and students. Sections of the manual discuss the purpose and history of Ohio's validation process and outline the following: school district eligibility and nomination procedures; the qualifications and responsibilities of validators; validation costs; a description of an on-site project review; and guidelines for the dissemination of validation results. The self nomination form, validation form, and the on-site validation form are also included.

Descriptors: Accountability, Communication (Thought Transfer), Educational Assessment, Evaluation Criteria, Program Evaluation, Program Validation

Accession Number: VL 079

Ohio Department of Education. Programs of Special Interest to Ohio's Urban Schools. Columbus, Ohio: Ohio Department of Education, 1978.

Availability:

Ohio Department of Education
Ohio Facilitation Center
65 S. Front Street, Room 804
Columbus, OH 43215

Order Number:

Abstract:

This brochure contains information on how to apply for a grant in urban school education and provides brief descriptions of 12 programs that have been successfully implemented and are available for replication. Program titles include the following: Focus Dissemination Project (7-12); Occupational and Career Development (K-12); Positive Attitude Toward Learning (K-12); Experienced-based Career Education (7-12); Individualized Language Arts: Diagnosis, Prescription, and Evaluation (1-12); HOSTS: Help One Student to Succeed (K-12); Positive Alternatives to Student Suspension (7-12); Adult Performance Level Study (9-12, adults); Systematic Teaching and Measuring Mathematics (K-12); Project R-3 Readiness, Relevancy and Reinforcement (7-9); Vocational Reading Power (7-12); and Right to Read.

Descriptors: Educational Innovation, Educational Programs, Information Dissemination, Urban Teaching, Validated Programs

Accession Number: VL 070

Pennsylvania Department of Education. Getting Inside the EQA Inventory. Section One: Goal and Measurement Rationale. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1978. (32 pp.)

Availability:

Order Number:

Division of Educational Quality Assessment
Bureau of Planning and Evaluation
Pennsylvania Department of Education
Box 911
333 Market Street
Harrisburg, PA 18108

Abstract:

Intended for the educators who use the Educational Quality Assessment Inventory (EQA) in the state of Pennsylvania, this booklet answers questions about the inventory construction, purpose, and administration, and discusses these ten quality education goals and the measurement devices associated with each: self-esteem, understanding others, basic skills, interest in school and learning, citizenship, health, creative activities, career awareness, appreciating human accomplishments, and information usage. Included in this section are goal and measurement rationales, scale descriptions, and specifications for scoring.

Descriptors: Accountability, Educational Assessment, Evaluation Methods, Needs Assessment, Testing

Accession Number: VL 080

Pennsylvania Department of Education. Validated Projects The Pennsylvania Diffusion Plan. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1978. (12 pp.)

Availability:

Order Number:

Bureau of Planning and Evaluation
Pennsylvania Department of Education
Box 911
333 Market Street
Harrisburg, PA 18108

Abstract:

Developed by local school districts, intermediate units and nonpublic schools in the State of Pennsylvania, the educational projects included in this booklet represent the validation efforts of the Pennsylvania Diffusion Panel. Brief descriptions of each project are arranged according to these topics: alternative schools; career education; early childhood, parent readiness; environmental education; instructional materials, media; reading, language arts, math; special education, learning disabilities; special interests, specialized curriculum; training, organizational arrangements; and tutoring.

Descriptors: Communication (Thought Transfer), Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Validated Programs

Accession Number: VL 073

Pennsylvania Department of Education. What Some Pennsylvania School Districts Are Doing to Raise Their EQA Scores. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1977. (42 pp.)

Availability:

Order Number:

Pennsylvania Department of Education
Box 911
333 Market Street
Harrisburg, PA 18108

Abstract:

This booklet describes some of the distinctive teaching methods, learning activities, classroom practices, intervention strategies, and program approaches proposed, or in use, in Pennsylvania schools to raise student performance on Educational Quality Assessment. Listed under the headings Elementary (grade 5), Intermediate (grade 8), and Secondary (grade 11), program activity descriptions correspond to these ten goals of quality education as they are measured in the test battery: self-esteem; understanding others; basic skills, verbal; basic skills, mathematics; interest in school and learning; citizenship; health; creative activities/recognition; career awareness; appreciating human accomplishments; and coping with change.

Descriptors: Creative Teaching, Educational Assessment, Educational Innovation, Student Improvement, Student Motivation, Teaching Methods

Accession Number: VL 013

Reed, Linda. The Search for Quality Control in Dissemination of Educational Products and Practices. A Look at the Literature and Major Issues. St. Louis: CEMREL, Inc., 1979. (60 pp.)

Availability:

Order Number:

CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

Abstract:

This paper provides a brief history and description of the following validation processes: The Joint Dissemination Review Panel (JDRP); Identification, Validation, Dissemination (IVD); Sharing Business Success (SBS); Project Information Packages (PIPs); and the National Education Practices File. Some of the issues in validation discussed in the paper include replication vs. adaptation, the evaluation experience of the project staff, state responsibilities before validation, the degree of rigor applied in validation, and the nature of on-site visits. A bibliography on validation processes and the abbreviated form of original IVD submission requirements are appended.

Descriptors: Accountability, Educational Assessment, Information Networks, Program Validation, State of the Arts Reviews

Accession Number: VL 078

Research and Information Services for Education. The Catalogue: ESEA Title IV-C Projects in Pennsylvania Schools. Prepared for the Pennsylvania Department of Education. King of Prussia, Pennsylvania: Research Information Services for Education, 1978. (260 pp.)

Availability:

Order Number:

Research and Information Services for
Education (RISE)
198 Allendale Road
King of Prussia, PA 19406

Abstract:

Prepared by the local project directors, the entries in this catalog describe educational projects funded by ESEA Title IV-C in Pennsylvania during the school year 1977-1978. Projects are grouped according to topic or subject area as follows: affective education; alternative school programs; career education; community learning; competency education; consumer education; early childhood education; environmental, science education; fine arts; gifted and talented; legal education; lifetime sports; mathematics; reading, language arts, and ESL; health and nutrition; dropout prevention; handicapped-mainstreaming, preschool; and diffusion projects.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Validated Programs

Accession Number: VL 025

Research for Better Schools. Promising Practices Program Validation. Philadelphia, Pennsylvania: Research for Better Schools, 1979. (39 pp.)

Availability:

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

Order Number:

Abstract:

The documents in this collection represent the October, 1979 conference proceedings from a regional exchange that includes the states of Delaware, Maryland, New Jersey, and Pennsylvania. Focused on the topic of validation, the documents summarize the following: pre-conference planning, correspondence, and proposed agenda; conference activities, discussion groups, key speech summaries, and discussion session outcomes; and the conference evaluation responses.

Descriptors: Accountability, Conference Proceedings, Educational Assessment, Program Validation, Regional Planning, Regional Programs

Accession Number: VL 018

Rhode Island State Department of Education. Elementary and Secondary Education Act, Title IV: Validation Procedures. Providence, Rhode Island: State Department of Education, 1978.

Availability:

Rhode Island Department of Education
234 Promenade Street
Providence, RI 02908

Order Number:

Abstract:

The validation procedure for the Rhode Island Department of Education is outlined as follows: an exemplary program is identified by the superintendent of each district, who then reports it to the Title IV Office; the district office completes the forty-page application for validation; when the application is approved a validation team audit and evaluation follows; the validation team approves or rejects the program and submits a report to the Title IV Office. In addition, the district may present the project to the Joint Dissemination Review Panel. Should the panel decide for approval, the district can compete for funds from the National Diffusion Network.

Descriptors: Accountability, Educational Assessment, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 003

Rhode Island State Department of Education. Planning Guide: Elementary and Secondary Education Act, Title IV - Part C. Providence, Rhode Island: State Department of Education, 1977. (24 pp.)

Availability:

Order Number:

Rhode Island State Department of Education
Office of Innovative and Support Programs
Roger Williams Building, Room 308
22 Hayes Street
Providence, RI 02908

Abstract:

This planning guide provides eligible local school systems with the necessary information and instructions for competition in Elementary and Secondary Education Act (ESEA) Title IV, Part C in Rhode Island. The guide discusses the program purpose, priorities, validation procedure, and grant types; outlines the planning process in terms of needs, objectives, and decision making; presents the grant criteria and evaluation; clarifies the application procedures; and offers instructions for completing the ESEA Title IV, Part C proposal application. The "Minimal Evaluation Reporting Requirements" for Title IV/Part C are appended.

Descriptors: Educational Assessment, Evaluation Criteria, Federal Programs, Grants, Program Evaluation

Accession Number: VL 016

Roberts, Jane M.E. Implementation of Innovations in Educational Organization and Instruction. Philadelphia, Pennsylvania: Research for Better Schools, 1978. (130 pp.)

Availability:

Order Number:

Research for Better Schools, Inc.
444 N. Third Street
Philadelphia, PA 19123

Abstract:

After surveying recent literature on the implementation of educational innovations, this paper focuses on implementation processes, influences, and effects related to educational change and explores the interaction between external agencies and local school personnel engaged in implementing innovations. The paper reviews six models of the change process, presents case studies illustrating these models, discusses barriers and facilitators in the planning and implementation of innovations, and describes the roles of both groups and individuals involved in these processes. The summary section emphasizes that the implementation process requires systematic attention in the areas of communication, training, and assistance to assure that a project will be effective.

Descriptors: Change Agents, Communication (Thought Transfer), Educational Change, Educational Innovation, Program Effectiveness, Program Implementation

Accession Number: VL 088

Schermer, Diana. A Survey and Analysis of Educational Product Review Activities. Washington, D.C.: National Institute of Education, 1975. (93 pp.)

Availability:

National Institute of Education
Dissemination and Resources Group
1200 19th Street, NW
Washington, D.C. 20208

Order Number:

Also available from EDRS:
ED 156 218

Abstract:

Relating to specific issues involved in educational product reviews, this report distinguishes various types of reviews such as single or mixed topic, clarifies criteria in terms of needs-effectiveness, and presents bias and relevance as problems of evidence. Other sections of the report present the following: 29 criteria based on needs, intrinsic quality, practicality, effectiveness, and credibility; practical stages in the review process; a model rating form with suggested modifications; brief sketches of reported reviews; annotated references found useful in the study; and recommendations for future study. Appendices include a glossary, dimensions of catalog reviews, operational criteria for social fairness, and legislation concerning the selection of educational material.

Descriptors: Accountability, Evaluation Criteria, Formative Evaluation, Guidelines, Instructional Materials, Material Development

Accession Number: VL 045

Sie, Maureen A., and Wills, Clarence. Educational Program Evaluation/ Validation and Public Policy. Paper presented at the American Educational Research Association annual meeting. Arlington, Virginia: ERIC Document Reproduction Service, 1975. (13 pp.)

Availability:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Order Number:

ED 117 178

Abstract:

The Michigan Department of Education implemented a large-scale social action program through its Compensatory Education School Aid Act. Schools received $200 per pupil and were held accountable for pupil achievement. This paper describes the educational delivery systems in three urban schools, the evaluation of pupil achievement, and the state validation process. The results indicated that a downward trend in achievement among inner-city students was reversed, and that promising educational practices were documented and replicated. The success of the programs resulted in the continuation of funding at an increased rate for Michigan schools.

Descriptors: Academic Achievement, Compensatory Education Programs, Educational Assessment, Low Achievers, Reading Programs, Urban Schools

Accession Number: VL 028

Solberg, Patricia. The What, Why, and How of Validation. Longmont, Colorado: The Colorado State Facilitator Project.

Availability:

The Colorado State Facilitator Project
830 South Lincoln
Longmont, CO 80501

Order Number:

Abstract:

Written in a question and answer format, this publication provides an overview of the validation process by clarifying the following issues: the personnel involved in validation; the validation criteria; and the reasoning behind program validation. The publication addresses specifically the Identification, Validation, Dissemination (IVD) process and the Joint Dissemination Review Panel (JDRP) process and provides a glossary of pertinent validation terminology.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria Information Dissemination, Program Evaluation, Program Validation

Accession Number: VL 081

South Carolina State Department of Education. Share. Columbia, South Carolina: Education Products Center, South Carolina State Department of Education, 1977.

Availability:

Education Products Center
South Carolina State Department of Education
1429 Senate Street
Columbia, SC 29201

Order Number:

Abstract:

Arranged alphabetically by topic, this publication provides descriptions of existing programs and projects in South Carolina classified according to these educational areas: affective education; community involvement; fine arts; foreign language; gifted; handicapped; interdisciplinary; kindergarten; language arts; math; media center; middle school electives; physical education; reading; science; social studies; teacher selection; teacher training; and vocational education. Each entry is outlined according to target audience, location, purpose, program procedures and time frame, funding source, and relevant comments. The names and addressed of contact persons are also included.

Descriptors: Accountability, Communication (Thought Transfer), Diffusion, Information Dissemination, Information Networks

Accession Number: VL 056

Southwest Educational Development Laboratory, Regional Exchange Project. A Regional Conference on Validation: How, What, and Why. Austin, TX: Southwest Educational Development Laboratory, 1979. (147 pp.)

Availability:

Order Number:

Southwest Educational Development Laboratory
Regional Exchange Project
211 E. Seventh Street
Austin, TX 78701

Abstract:

This document consists of the proceedings from a regional conference dealing with validation and the dissemination of information about educational research and development. Organized in four sections, the report summarizes the conference planning procedures, includes relevant correspondence, and lists expected conference outcomes. The conference itself, including six speech transcripts, the panel discussion synthesis, and a list of participant packet materials, comprises the major section of the report. The evaluation section contains the evaluation forms, evaluation results, and post conference recommendations.

Descriptors: Conference Proceedings, Diffusion, Evaluation Criteria, Information Dissemination, Information Networks, Program Evaluation

Accession Number: VL 051

State of Alaska Department of Education. Promising Practices in Education. Juneau, Alaska: State of Alaska Department of Education.

Availability:

Order Number:

State of Alaska Department of Education
Pouch F - State Office Building
Juneau, AK 99811

Abstract:

These selected pages from a handbook on validation for the state of Alaska include the following material: the local school nomination survey; an information sheet on the areas of responsibilities in assessing promising practices; a school self-nomination form; the district office endorsement; directions for filling out promising practice abstracts; the responsibilities of validation team members; a checklist for schools anticipating a site visit; a final visitation schedule; team validation procedure; and pertinent communication forms used by the Department of Education.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 052

State of Maine, Department of Educational and Cultural Services. Maine ESEA Title IV State Validation Process: Overview and Application Form. Augusta, Maine: Department of Educational and Cultural Services.

Availability:

Order Number:

Division of Federal Programs , State of Maine
Department of Educational and Cultural Services
Augusta, ME 04330

Abstract:

This handbook provides the following guidelines for the validation of an educational project or program in the state of Maine: criteria for judging exemplary projects; on-site validation procedures; the responsibilities of team members; state certification requirements; a flow chart on the validation process; and forms for state validation application, certification by the school superintendent, and the state validation rating.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Information Networks, Program Validation

Accession Number: VL 021

Sumner, Gerald, and Zellman, Gail. Federal Programs Supporting Educational Change, Vol. VI: Implementing and Sustaining Title VII Bilingual Projects. Santa Monica, California: The Rand Corporation, 1977. (69 pp.)

Availability:

The Rand Corporation
1700 Main Street
Santa Monica, CA 90406

Order Number:

Also available from EDRS:
ED 140 431

Abstract:

Under the sponsorship of the United States Office of Education, the Rand Corporation conducted a two-phase study of four federal change agent programs that were designed to introduce and spread innovative practices in public schools. The first of three volumes that discuss the final phase of the study, this report outlines the complex process of establishing bilingual programs in local school districts, with particular attention given to those aspects of the Title VII program and to those political influences that affect local implementation. The fieldwork, viewpoint, and data interpretation of this phase build on the extensive empirical work done in the first phase of the study and reported in Volume III. Appendix C, (Innovations in Bilingual Education, R-1589/3 HEW). Sections of the report describe the context and organizing scheme for this research, present the empirical findings, discuss the initiation phase of bilingual education, and relate findings to project design regarding the finding's implications for federal Title VII policy and the special issues influencing project continuation.

Descriptors: Bilingual Education, Change Agents, Educational Change, Educational Innovation, Federal Programs, Program Effectiveness, Program Evaluation

Accession Number: VL 035

Tallmadge, G. Kasten. Ideabook: The Joint Dissemination Review Panel, Washington, D.C.: U.S. Government Printing Office, 1977.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

Abstract:

This book is intended as both a guide to planning evaluations for the Joint Dissemination Review Panel (JDRP) and a model for bringing current evidence of effectiveness together in a succinct and forceful manner. Following a description of the JDRP and its function, the essentials of an adequate evaluation are presented according to these six criterion: Did a change occur? Was the effect consistent and statistically significant? Was the effect educationally significant? Can the intervention be implemented in another location? Did the observed effects result from the intervention? and Is the presented evidence believable and interpretable? The book also includes some common evaluation hazards, a format and instructions for submitting materials, social fairness guidelines, and outline of submission guidelines.

Descriptors: Educational Assessment, Models, Program Effectiveness, Program Evaluation, Program Validation

Accession Number: VL 007

Teacher Corps Plains Network. Validation Process and Resource Reporting. Omaha, Nebraska: Teacher Corps Plains Network, 1977. (16 pp.)

Availability:

Order Number:

Teacher Corps Plains Network
c/o Roger Berg
Teacher Corps Project
University of Nebraska at Omaha
Omaha, NB 68131

Abstract:

Developed in response to a need expressed by the Teacher Corps Plains Network (Missouri, Iowa, Nebraska, and Kansas), these validation process guidelines provide a mechanism for reviewing and assessing the components of individual Teacher Corps projects within the network. The following information is outlined and described: a rationale for validation; the validation process, including personnel, procedure, criteria, documentation, and cost estimate; and the Network Resource Report. A network validation process flow chart and proposed validation criteria are appended.

Descriptors: Educational Assessment, Evaluation Criteria, Guidelines, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 017

Texas Education Agency. A Selection of Validation Materials. Austin, Texas: Texas Education Agency, 1978.

Availability:

Texas Education Agency
201 E. Eleventh Street
Austin, TX 78701

Order Number:

Abstract:

These selected materials from the validation procedures for the state of Texas include the following for the Demonstration Schools in Individualized Instruction (DSII): a description and history of the program; norms for the selection process and a nomination form; the team observation report for the DSII Network; and the program self-evaluation report. A flow chart of the Texas Diffusion Network Validation Process and a self-evaluation for validation of Texas programs is also included.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Individualized Instruction, Program Evaluation, Program Validation

Accession Number: VL 031

U.S. Department of Education. The Education Division's Joint Dissemination Review PaneT: Purpose, Procedures, and Criteria. Washington, D.C.: U.S. Department of Education, 1977. (15 pp.)

Availability:

U.S. Department of Education
Seventh and D Streets, S.W.
Washington, D.C. 20202

Order Number:

Abstract:

Designed to update a November, 1974 statement on "The Office of Education's Dissemination Review Panel: Procedures and Criteria," this document describes the background and purpose of the JDRP, including its operation and composition, outlines the procedures for submitting an innovative educational product or practice to the panel, discusses the JDRP review activities, and clarifies the panel's criteria for judging the effectiveness of a product or practice. The form for submitting materials to the Joint Dissemination Review Panel is included.

Descriptors: Diffusion, Evaluation Criteria, Information Dissemination, Information Networks, Program Evaluation

Accession Number: VL 062

U.S. Department of Education. "Joint Dissemination Review Panel." Washington, D.C.: U.S. Department of Education, 1980.

Availability:

Order Number:

Joint Dissemination Review Panel
U.S. Department of Education
Trans Point Building, Room B-732
400 Maryland Ave., S.W.
Washington, D.C. 20202

Abstract:

This pamphlet answers the following questions about the Joint Dissemination Review Panel (JDRP): What is the Joint Dissemination Review Panel and how many programs has it approved in each state? How does the panel work? How will JDRP review benefit your project? What will the JDRP want to know about your project? and What are the expectations of a program after it receives JDRP review and approval?

Descriptors: Accountability, Diffusion, Evaluation Methods, Information Dissemination, Program Validation

Accession Number: VL 015

U.S. Department of Health, Education and Welfare. A Procedural Guide for Validating Achievement Gains in Educational Projects. Washington, D.C.: U.S. Government Printing Office, 1976. (95 pp.)

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:
017-080-01516-1

Abstract:

The second in the Office of Education series of evaluation handbooks, this guide presents a 22-step procedure for validating the effectiveness of educational projects through the use of existing evaluation data and the interpretation of that data using a wide variety of experimental and quasi-experimental designs. Encompassing all of the commonly employed evaluation models, the handbook assesses the deficiencies and hazards inherent in each of them and suggests methods for correcting results when the measurement or analysis principles have been violated. Appendixes include sample project summary worksheets, a discussion of the issues surrounding use of criterion- versus norm-referenced tests, a description of the logic and mathematical structures of certain regression models, and an overview of the hazards associated with the use of percentiles and grade equivalent scores to describe the academic performance of children.

Descriptors: Evaluation Criteria, Guidelines, Program Effectiveness, Program Evaluation, Program Validation

Accession Number: VL 009

U.S. Department of Health, Education, and Welfare. Right to Read Validation Procedural Guide. Washington, D.C.: U.S. Department of Health, Education, and Welfare. (52 pp.)

Availability:

U.S. Office of Education
Seventh & D Streets, S.W.
Washington, D.C. 20202

Order Number:

Abstract:

To identify successful reading projects and to disseminate the methods and components of such projects throughout the United States, the National Right to Read Effort developed this procedural guide for the validation process. The contents include a definition of validation, pointers for initiating the validation process, the essential components of evaluation and experimental design, a discussion of evaluation hazards, an evaluation checklist, and an overview of the Right to Read validation process. The guide also contains forms for validation application and for a three-year validation objective plan.

Descriptors: Educational Assessment, Evaluation Criteria, Program Effectiveness, Program Evaluation, Program Validation

Accession Number: VL 033

U.S. Department of Education. Sharing Educational Success: A Handbook for Validation of Educational Practices. Washington, D.C.: U.S. Government Printing Office, 1977.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:
861 549

Abstract:

Designed for state and local agencies concerned with the identification and validation of programs and practices that could facilitate positive educational change, this handbook discusses the historical background of the Identification, Validation, Dissemination (IVD) and the Joint Dissemination Review Panel (JDRP) processes, presents a list of validation term definitions, outlines the method for state selection of projects for validation, and provides the procedures and criteria used by the Office of Education's Joint Dissemination Review Panel in evaluating educational projects. Four forms are included: the application for validation for local agencies; a state rating and review form requesting an on-site visit by a validation team; an on-site validation form that measures project effectiveness, resource specifications, and exportability; and a final validation report.

Descriptors: Accountability, Educational Assessment, Evaluation Criteria, Evaluation Methods, Program Evaluation, Program Validation

Accession Number: VL 034

Vermont Department of Education. RAP Catalog. Montpelier, Vermont: Vermont Educational Resource Center, 1980. (21 pp.)

Availability:

Order Number:

Vermont Educational Resource Center
120 State Street
State Office Building
Montpelier, VT 05602

Abstract:

To assist teachers in introducing new and effective practices in their classroom, this catalog lists the people, ideas, materials, workshops, and information provided by the Vermont Department of Education through its Resource Agent Program (RAP). The free resources are listed with appropriate descriptions under these headings: the arts, special education, gifted and talented, English as a second language and foreign language instruction, language arts, survival skills for the world of work, social studies, environmental studies and science, math and computer skills, classroom management skills and strategies, and serendipitous miscellaneous.

Descriptors: Faculty Development, Information Sources, Inservice Teacher Education, State Programs, Teacher Improvement, Teacher Workshops

Accession Number: VL 077

Virginia Department of Education. Profiles of ESEA Title IV-C Projects in Virginia. Richmond, Virginia: Virginia Department of Education, 1979. (52 pp.)

Availability:

Order Number:

Federal Programs Office
Department of Education
Commonwealth of Virginia
Box 6Q
Richmond, VA 23216

Abstract:

Listing educational projects that have received grants from Title IV-C through the Virginia Department of Education, this booklet describes each project according to purpose, goals, and target audience and identifies those projects that have state validation. The booklet also provides a separate list of nationally recognized programs presently being adopted by Virginia school divisions and titles of innovative projects completed since 1970.

Descriptors: Diffusion, Educational Innovation, Educational Programs, Information Dissemination, Validated Programs

Accession Number: VL 058

Warner, Ray O. Sharing Successful Educational and School Business Practices in Public and Private Schools. Washington, D.C.: U.S. Office of Education, 1978.

Availability:

Order Number:

U.S. Office of Education
Bureau of Elementary & Secondary Education
Seventh & D Streets, S.W.
Washington, D.C. 20202

Abstract:

Following brief historical accounts of the Identification, Validation, and Dissemination (IVD) Process and the National Diffusion Network (NDN), this paper discusses the Successful Business Practices (SBS) Process, including its historical background, project personnel, and handbook criteria. The future development of the SBS process is also considered along with its implications for private schools and its cost effectiveness. Tables present the following: instructional projects validated by the respective state education agencies; exemplary school programs, 1978; and source of funding for JDRP approved programs.

Descriptors: Accountability, Diffusion, Evaluation Criteria, Information Dissemination

Accession Number: VL 082

West Virginia State Department of Education. ESEA IV-C Abstracts of Projects. Charleston, West Virginia: West Virginia State Department of Education, 1978.

Availability:

Order Number:

West Virginia State Department of Education
Building 6
Capitol Complex
Charleston, WV 25305

Abstract:

Comprised of nearly 100 abstracts, this collection provides the following information regarding ESEA IV-C projects in the state of West Virginia: name of grantee; project title; time frame, and funding level; target population and project descriptions; major objective outlined by process and product; specific activities to achieve objectives; evaluation strategy and findings; required resources; and the names of chief administrators and project directors.

Descriptors Educational Assessment, Federal Programs, Information Dissemination, Program Evaluation, Validated Programs

Accession Number: VL 072

West Virginia State Department of Education. Improving Local Educational Practices ESEA IV-C: Validation Procedures. Charleston, West Virginia: West Virginia State Department of Education, 1976. (15 pp.)

Availability:

Order Number:

West Virginia Department of Education
Bldg. 6, Room B-261
Capitol Complex
Charleston, WV 25305

Abstract:

This document on the validation procedures for the state of West Virginia includes the following material: an overview of the validation process and a schedule of events; a description of the on-site team members and their expectations; procedures and criteria for the Joint Dissemination Review Panel; the application for validation; the validation screening form; the on-site validation agenda; and the validation examination form.

Descriptors:

Accountability, Educational Assessment, Evaluation Criteria, Information Networks, Program Evaluation, Program Validation

Accession Number: VL 042

Wholeben, Brent E., and Robert A. Radford. A Preliminary Study for Ascertaining Validation Criteria in the Determination of Exemplary Programs for Exportability Across State Lines. Paper presented to the National Conference of the National Diffusion Network. Seattle, Washington: United States Office of Education, Region X, 1980.

Availability:

United States Office of Education,
Region X
Arcade Plaza Building
1321 Second Ave.
Seattle, WA 98101

Order Number:

Abstract:

This study consisted of two separate field tests which evaluated the acceptance of established criteria for determining exemplary program status, and the suitability of such criteria for interstate exportation to educational administrators within a specified region that included Alaska, Idaho, Oregon, and Washington State. As a result of the two field tests, 115 items were identified as content, process, or attitudinal criteria for determining educational exportability. The study suggests a three-stage validation process and recommends a third field test that would involve programs in the planning stage, programs in first year implementation, and established programs previously validated by other procedures. The appendix includes the proposed validation stages; a demographic assessment; and a profile for demographic assessment results of both field tests.

Descriptors: Educational Assessment, Evaluation Criteria, Information Dissemination, Information Networks, Interstate Programs, Program Validation

Accession Number: VL 043

Wholeben, Brent; Workman, Robert L.; and Radford, Robert A. Validating Educational Programs for Exportability Across State Lines: A Manual for Implementing IVP. Seattle, Washington: United States Office of Education, Region X, 1980.

Availability:

Order Number:

United States Office of Education,
Region X
Arcade Plaza Building
1321 Second Ave.
Seattle, WA 98101

Abstract:

Intended as a formal mechanism for the interchange or dissemination of educational practices among the states, this manual identifies the critical elements of an interstate validation process (IVP) and presents an overview of this procedure including an outline of the process, qualifications for interstate validation, and training requirements for IVP personnel. The section on application for interstate validation contains forms or outlines on the following: applicant information, a project abstract, evidence of effectiveness/success, purposes and objectives, program activities, evaluation design, and results and analysis. Other requirements include evidence of exportability, educational significance, target population, minimum adoption or replication requirements, cost, materials, and facilities. An interstate validation team report form is included

---

Descriptors: Educational Assessment, Evaluation Criteria, Information Dissemination, Information Networks, Interstate Programs, Program Validation

SUBJECT INDEX

I. CATALOGS

Federal

p. 43
p. 44
p. 48
p. 49
p. 50

State

p. 27
p. 53
p. 55
p. 59
p. 60
p. 62
p. 70
p. 83
p. 84
p. 86

Regional

p. 52

II. CONFERENCE REPORTS

p. 14
p. 16
p. 38
p. 40
p. 63
p. 71

III. EDUCATIONAL PRODUCTS: STANDARDS/EVALUATION

p. 17
p. 18
p. 20
p. 28
p. 31
p. 32
p. 33
p. 43
p. 47
p. 48
p. 58
p. 67

IV. EVALUATION GUIDELINES

p. 2
p. 13
p. 20
p. 25
p. 28
p. 40
p. 61
p. 78
p. 80
p. 81
p. 82

V. EVALUATIVE STUDIES

p. 3
p. 10
p. 12
p. 14
p. 15
p. 16
p. 17
p. 22
p. 23
p. 31
p. 38
p. 41
p. 42
p. 66
p. 68
p. 80
p. 88

Rand Studies

p. 4
p. 5
p. 6
p. 7
p. 8
p. 9
p. 15
p. 24
p. 74

VI. EXEMPLARY PRACTICES

p. 14
p. 37
p. 45
p. 46
p. 50
p. 55
p. 57
p. 59
p. 60
p. 62
p. 70
p. 84
p. 86

VII. IDENTIFICATION, VALIDATION, DISSEMINATION (IVD)

p. 1
p. 41
p. 42
p. 61
p. 69
p. 82
p. 85
p. 89

VIII. JOINT DISSEMINATION REVIEW PANEL (JDRP)

p. 2
p. 20
p. 22
p. 26
p. 51
p. 61
p. 75
p. 78
p. 79
p. 82

IX. NATIONAL DIFFUSION NETWORK (NDN)

p. 21
p. 43
p. 44
p. 45
p. 46
p. 47
p. 48
p. 49
p. 69
p. 85

X. PROGRAM VALIDATION HANDBOOKS

Federal

p. 1
p. 2
p. 21
p. 26
p. 51
p. 69
p. 80
p. 81
p. 89

State

p. 11
p. 19
p. 29
p. 30
p. 34
p. 35
p. 36
p. 39
p. 40
p. 53
p. 54
p. 56
p. 57
p. 64
p. 65
p. 72
p. 73
p. 77
p. 85
p. 87

Regional

p. 20
p. 76

XI. PROJECT INFORMATION PACKAGES (PIPs)

p. 12
p. 13
p. 61

XII. REGIONAL PROGRAMS

p. 31
p. 52
p. 63
p. 71
p. 76
p. 88

XIII. RESOURCE BASES

p. 3
p. 12
p. 83

The RDx Collaborative Effort on the Validation of Educational Programs and Practices includes four products:

Survey of State Procedures for the Validation of Educational Programs, by Linda Reed, Ed Patrick, and David Holdzkom. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.

Survey of State Procedures for the Validation of Educational Programs. Executive Summary, by Linda Reed, Ed Patrick, and David Holdzkom. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.

The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues, by Linda Reed. St. Louis, Missouri: CEMREL, Inc., R&D Interpretation Service, 1981.

Validation of Educational Programs, Practices and Products: An Annotated Bibliography, prepared by Karen Temmen, Mary Ann Isaacs, and Sandra Ruder. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.

Regional Exchanges (Rx)

Appalachia Educational Laboratory (AEL)
P.O. Box 1348
Charleston, West Virginia 25325
(800) 624-9120

Director: Sandra Orletsky

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Director: Carol Thomas

McREL
4709 Belleview
Kansas City, Missouri 64112
(816) 756-2401

Director: Susan Everson

Northeast Regional Exchange (NEREX)
Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824
(617) 256-3985

Director: J. Lynn Griesemer

Northwest Regional Educational Laboratory (NWREL)
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Director: Joe Pascarelli

Research for Better Schools, Inc. (RBS)
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

Director: Richard McCann

Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

Director: Preston Kronkosky

SWRL Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720
(213) 598-7661

Director: Roger Scott

Central Support Services

System Support Service
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3179

Director: Stanley Chow

R&D Interpretation Service
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Director: Linda Reed

Resource and Referral Service
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Director: Jay Smink

Dissemination Support Service
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Director: Joe Pascarelli